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ABSTRACT

Testing the null hypothesis that there would be no differences in self reports on a sentence completion questionnaire (10 items) re: understanding of self and others between 39 students who had participated in Outward Bound (OB) and a matched group of 39 non-participants, 78 Woodward High School (Toledo, Ohio) male and female, junior and senior students were surveyed. Literature in the counseling field was compared with that of OB for purposes of demonstrating the compatibility of OB and counseling objectives in the OB experiential learning situation. Results indicated: guidance counseling and OB objectives were quite similar; counselors have had difficulty fulfilling their objectives in the traditional school setting; the OB program is structured so as to foster fulfillment of counseling objectives; OB student participants were more positively aware of self and more confident in decision making and social interactions than non-participants; students working with guidance counselors in a program based on OB would become more aware of self and others than those participating in a similarly structured program without the presence of guidance counselors; high school guidance counselors working in a program promoting OB concepts would more likely fulfill their true counseling roles and foster the counseling concepts their profession most desires to promote. (JC)

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OUTWARD BOUND

A Means of Implementing Guidance Objectives

by
Richard A. Lovett

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Outward Bound: A Means of Implementing Guidance Objectives

by

Richard A. Lovett

as partial fulfillment of the requirements of
the Master of Education Degree in
Guidance and Counseling

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Chapter I

INTRODUCTION

Background and Significance of the Study

One of the major difficulties faced by school counselors is their inability, often due to conditions beyond their control, to fulfill some of the most basic roles and objectives inherent in a proper guidance program, namely, individual counseling. Although not claimed to be a panacea, I feel that an innovative educational program called Outward Bound has within it the basic structure and opportunities which would allow a school guidance counselor to develop effective counseling relationships with his clients. In fact, many Outward Bound objectives are similar to established counseling objectives, and although not designed specifically as a counseling situation, participants achieve many of the same insights and attitudes from Outward Bound as they do from counselor developed situations. Finally, I feel that if the Outward Bound program were staffed by specifically trained guidance personnel, even more desired counseling outcomes would occur.

It would seem that when one looks at a definition of the role of the guidance counselor, and even when looking at the emphasis of counselor training institutions, the major role of the counselor is to provide individual and group counseling to the client. In fact, the ASCA "Guidelines for Implementation of the

ASCA Statement of Policy for Secondary School Counselors" states that "The School counselor should devote no less than 50 per cent of his assigned time in counseling with individual pupils or small groups of pupils" (American School Counselor Association, 1964, p. 10). It is my view that the counselor has been unable to fulfill this role within the school setting. He is plagued by administrators who want him to assist with administrative tasks such as discipline, scheduling, attendance, and the like. He is forced to perform clerical duties such as record keeping and filing, even though at times he may be working on areas rather important to his role such as working in a guidance information library. Indeed, as in many situations, he may even be called upon to do substitute teaching or to supervise one or more study halls. From this emerging picture, time can be seen as very important. Even if the counselor can shake the administrative image, does he have enough time to counsel individuals who need to see him about particular needs, let alone recruit clients for individual and group counseling.

In addition to the above, the counselor's role may be complicated by other conflicts. Many teachers, for example, are antagonistic toward the counselor and his role. They see him, unfortunately, as acting in an administrative capacity and thus when he does not fulfill this role in matters such as helping them discipline a classroom or helping them chastise a student, they feel counselors are of little worth and relay this attitude, either overtly or covertly, to their students.

From this varied concept of counselor role the student as a potential client too receives a distorted and often confusing view of the counseling function, even though the counselor may try to compensate in some way. In addition, even if the potential client is "turned on" enough to want to seek out the counselor, the non-counseling duties still bring back the matter of the counselor having time enough to fulfill the task.

Thus this writer proposes taking the counselor out of the school building and placing him in a setting where he can devote most of his time to individual and group counseling. Such a setting is Outward Bound. Outward Bound is a relatively new outdoor education program which was first established in the United States in 1962 in Colorado. Now there are eight such schools in the United States and the program is still growing with over 200 adaptive programs being developed by local educational institutions. The purpose of the Outward Bound program is to take youth out of a sterile school setting and put them into their natural environment. Here they learn how to cope with new problems developing with the environment, with each other, and with themselves. Each group of 8 to 10 participants is accompanied by an instructor who is skilled in coping with the environment and who teaches the participants in essence how to survive in their new surroundings where the environment is not the only menacing force. Ideally the instructor (or perhaps an assistant instructor) could very well be trained in counseling. Each day new experiences are presented which participants must learn to cope with and with a counselor present the

participants would be able to receive immediate counseling, either during the course of events or more logically around the evening campfire where this writer has found from personal experience that people are ready and willing to discuss their concerns.

Notice too that the counselor is readily available and even participates in the same activities as his potential clients. He is free of all outside concerns and can devote all of his time to the individuals with whom he is working. By the end of the program the counselor most likely has established the rapport necessary to continue the relationship after return to a common setting (although, not in all cases will they return to the same setting).

In addition to being a program very much adaptable to the process of individual and group counseling, the philosophy of the Outward Bound program is in many instances quite similar to what is wanted in a good guidance program.

From the publication "Outward Bound in the Schools" (Outward Bound, Inc., pp. 1-2) the philosophy of the program can be seen:

---- a belief in the value of personal confidence based on individual success.

---- a belief in the reality of human interdependency.

---- a belief that the human interaction which grows out of group responsibility and group accomplishment is essentially honest, useful and healthy.

---- a belief in the value of an intensive confrontation with fundamental natural forces.

---- a belief in the value of extended solitude and contemplation.

---- a belief in the value of performing meaningful service.

---- a belief tha[illegible]ch can be learned when problems are presented ra[illegible] than answers given.

---- a belief that maturity entails, among other things, having had real experiences with a wide range of natural human reactions -- fear, joy, fatigue, respect, hunger, laughter, pain, love.

The philosophy of the program is further described in "Outward Bound in the Schools" on page 2: "Since coming to the United States in 1962, Outward Bound has served individuals and educational institutions by increasing individual self-confidence, enhancing group cohension, and providing a common experiential base for faculty and students" (Outward Bound, Inc., p. 2).

While professional school counselors have responsibilities to other interest groups such as parents, the administration, and the community, their main focus should be, as with Outward Bound, in providing direct services to the student or client. The ASCA states in its Statement of Policy for Secondary School Counselors that (American School Counselor Association, 1964, p. 4)

The School counselor has the responsibility to--

1. Assist each pupil to meet the need to understand himself in relation to the social and psychological world in which he lives. This implies helping each pupil understand his aptitudes, interests, attitudes, abilities, opportunities for self-fulfillment, and the interrelationships among these.

2. Assist each pupil to meet the need of accepting (defined as being able to behave consistent with) his aptitudes, interests, attitudes, abilities, and opportunities for self-fulfillment.

3. Assist each pupil to meet the need to develop personal decision-making competency. Included is the responsibility of assuring that the pupils opportunities for self-understanding and self-fulfillment are not restricted by group consideration and processes inherent in the schools.

Further, consider the ASCA Statement on Guidelines for Implementation of this policy on counseling (American School Counselor Association, 1964, p. 8)

> It is essential that the majority of a school counselor's time be devoted to individual or small group counseling. In a counseling relationship the counselor
>
> a. Assists the pupil to understand and accept himself as an individual, thereby making it possible for the pupil to express and develop an awareness of his own ideas, feelings, values, and needs.
>
> b. Furnishes personal and environmental information to the pupil, as required, regarding his plans, choices, and problems.
>
> c. Seeks to develop in the pupil a greater ability to cope with and solve problems and an increased competence in making decisions and plans for which he and his parents are responsible.

Finally, the ASCA policy statement in relation to society says "The strength and health of a democratic society is ultimately dependent upon the contributions each of its members makes to others" (American School Counselor Association, 1964, p. 4).

Thus both programs have many of the same objectives which can be broadly stated as the growth of the individual in his relationships with self and others. An understanding of self occurs when decision making and acceptance of responsibility are fostered, while an understanding of others occurs after significant group interaction. With guidance counselors present in a "common

experiential base" with the student participants, the opportunities for this type of growth are outstanding.

Statement of the Problem

The proposal of this writer is then that guidance counselors be involved in Outward Bound programs where objectives and opportunities for fulfilling these objectives are compatible with the objectives of counseling, and where the counselor is free from the encumberances of traditional school settings.

It is the purpose of this study to provide data relative to the above proposal. Specifically, the object of the study is to compare Outward Bound and non-Outward Bound students in terms of attitudes toward self and others through the completion of open-ended statements. While the hypothesis is stated in the null form, the results will be tabulated in percentages rather than statistically.

Hypothesis

There will be no differences in self reports on a sentence completion questionnaire concerning understanding of self and others between students who have participated in Outward Bound and a matched group of students who have not participated.

Procedure

The next chapter, Chapter II, will contain a review of the literature in the counseling field showing the types of problems counselors have in fulfilling their objectives in the traditional setting. This chapter will also contain a review of the literature

in the Outward Bound field, explaining the history of the program, the types of programs adapted from the original concept of Outward Bound, and the Outward Bound program itself.

Chapter III will give the results of a survey given to seventy-eight Woodward High School students, Toledo, Ohio. Thirty-nine of these students, both male and female and in their junior or senior years, were selected because of the participation in one of a variety of Outward Bound programs the previous summer. The second group of thirty-nine juniors and seniors was selected at random, but care was taken to select the same number of male and female students as the first group, as well as the same number of juniors and seniors. Both groups represent a cross section of the population of the school with various racial and ethnic backgrounds and various levels of academic ability. Of the questionnaires distributed, twenty-eight were returned by those who have participated in Outward Bound while twenty-one were returned by those who have not participated.

Finally, Chapter IV will summarize the findings of both the survey of the literature and the student questionnaire, and will present some conclusions and recommendations as a result of these findings.

Chapter II

SURVEY OF THE LITERATURE

Much has been written in regard to the difficulties school counselors have in fulfilling their counseling roles in the school setting. In addition, while only in existence in the United States for ten years, those concerned with education have been quite enthused with the concepts Outward Bound promotes. Literature in both fields will be reviewed in this chapter.

Literature in the Counseling Field

The literature in the counseling field shows that dedicated counselors for some time have been quite concerned with the ability (or inability) of the counselor to fulfill his tasks of personal and group counseling in the school setting. Major hindrances include the fact that counselors are aligned with the administration because of both the organizational structure of the school and the administrative goals of many school counselors, and the fact that neither parents, teachers, nor students (and sometimes counselors themselves) properly understand the status of counseling as a "helping" profession.

The administrative structure is the basis of many of the conflicts that hamper the achievement of counseling goals. "One of the first difficulties for the counselor lies in the ambiguity of his organizational role" (Blocher, 1966, p. 186). In fact, studies have shown (Ashcraft, 1966) that of the schools surveyed

"Only 36 per cent of the schools have a written policy concerning the specific duties of the counselor" (Ashcraft, 1966, p. 231).

The ambiguity of specific duties carries over to the counselor's status as a staff member in the schools. He is neither a faculty member nor a "true" administrator. Further he has no real professional model to pattern himself after as there probably is no supervisor stationed with him in the school, if indeed he has one at all. (Noble, 1968) It seems quite natural then that the counselor would identify with the administration simply because he has more in common with it as a referrent model than he has with the faculty from whose ranks he was probably "promoted."

It is precisely this administrative structure with which he identifies which increases the difficulties which the counselor has in fulfilling his role. Administrators, first of all, control the ways in which money is to be spent. The expenditures which they make, however, are not always for the promotion of the interests of the guidance program. Examples are cited (Shertzer and Stone, 1963) where NDEA funds received by the schools were poured into the purchase of tests and testing equipment, resulting in massive testing programs that served little or no guidance function. The administration may have had a purpose in this, however, which leads to a second consideration. Administrators are very much concerned with public relations (Shertzer and Stone, 1963), and with the guidance department giving tangible results in test scores (rather than the often intangible but positive results from personal counseling), the administrator gets the point across to the public that his school is doing a "good" job.

In addition to having the administrator control the money which the counselor spends, the administrator controls much of the counselors time by the assignment of extraneous duties that are not related to the guidance function of the counselor. While expressly forbidden by the ASCA Guidelines for Implementation (1964), it seems that counselors are increasingly involved in them. Gannon (1962, p. 41) reports from a study he made that counselors ". . . are often involved in duties that few individuals could seriously construe as guidance, such as record keeping, chaperoning dances, and driving the bus for the track team. Many of their efforts more logically classify them as junior administrators." In reference to clerical responsibilities, Corwin and Clarke (1969, p. 211) state that "The weight of clerical responsibilities assigned to counselors is a burden. Much of the typical school counselor's time is not spent in counseling students but in analyzing test results, indexing occupational information, maintaining cumulative records on students, checking attendance, . . ."

The means by which administrators have taken the greatest strides to stifle the effectiveness of a counselor though is by making the counselor part of the administrative hierarchy rather than just subservient to it. The ASCA was aware of this when they wrote their Guidelines for the Implementation of Policy Statement: "Effective discharge of his responsibilities is dependent upon the school counselor's being free from functioning as an administrative assistant and from other intrusive duties" (American School Counselor Association, 1964, p. 10). The reasons for this position are

important. Blocher (1966, p. 198) describes the concept quite well when he says "Formal administrative responsibilities may only distract the counselor from his most central roles and may inhibit these roles by destroying his image as a helping person." These administrative responsibilities destroy his image as a helping person because "As an agent of the school, the counselor is committed to school objectives which, unfortunately, are sometimes at odds with the welfare of particular classes of students" (Zerface and Cox, 1971, p. 372). Yet, as was seen in Chapter I, the primary objective of a counseling program is to "assist the student," not assist the institution against the student.

One area in which the institution's needs are served by the administrative counselor is the area of enforcement of school rules and regulations, which often puts the counselor in a bind. "Faced with the discipline problems of uncooperative students and knowing them only impersonally, the school counselor probably employs coercive measures disproportionately more often than psychotherapists in private practice" (Corwin and Clarke, 1969, p. 208). While discipline in itself is not entirely bad, it in effect destroys the rapport (or prevents it from being established) between the counselor and the client. This is perhaps the most damaging aspect of all, for unless the client is willing to come to the counselor and trusts the counselor to help him rather than discipline him, no counseling will be done at all. Thus the reputation of the counselor is important. "No doubt the reputation of the counselor partially influences the establishment and maintenance of rapport" (Shertzer and Stone, 1968, p. 349). The counselor at the same time has to be honest

and consistent. "Except in rare cases, counselors cannot maintain effective counseling relationships with students in general and at the same time be responsible for disciplinary action with a few" (Wrenn, 1962, p. 147).

Even if the counselor is not engaged in discipline, he still has serious problems with image and rapport if he is at all aligned with the administration. "The counselor who is required to function as an administrative assistant, or who permits himself to be used in this way, will inevitably be seen by students and parents as no more than this" (Shertzer and Stone, 1963, p. 28). From this view the demand on the counselor could conceivably be great. Students can view the counselor as one having the power to assert administrative authority, and thus, as Noble (1968, p. 95) cites as an example, "When the counselor has the authority to make changes in a student's schedule the student comes to him with the best possible story calculated to produce the desired change." The client is not interested in helping and understanding himself. He simply wants something done for him. In addition, "In most cases, students do not bring problems to an administrator; to the degree that the counselor functions as an administrator, he is rendered impotent as a counselor" (Shertzer and Stone, 1963, p. 29).

Parents also often perceive the counselor as someone who can "do" something for them rather than help them solve their own concern. Corwin and Clarke (1969, p. 210) report that the counselors' " . . . tenuous status is undermined further by intruding third parties, particularly parents. They frequently complain about

parents trying to persuade them to have their grades changed, or to get their sons on the athletic team."

A third group which has a distorted view of counselors and this helps impair their effectiveness is the teachers. Teachers, too, have antagonistic views toward counselors because they are members of the administrative hierarchy. Zerface and Cox (1971, p. 372) find that "Still another argument for removing the counselor from the school follows from the fact that competition frequently arises between teacher and counselor over matters associated with prestige and authority." One source of this antagonism is often that the counselor has authority for scheduling (Ashcraft, 1966). The result is that the teacher is at odds with the counselor, sometimes to the detriment of the student. "Because of their scheduling responsibilities, counselors frequently find themselves under cross-pressures from the teachers, who do not want the slow learners, and the students who do not want the difficult teachers" (Corwin and Clarke, 1969, p. 213). A further cause of the antagonism between teachers and counselors is the view that the teachers have of counselors. "In a recent study of 28 selected high schools (Corwin, 1967) a majority of the 900 teachers interviewed agreed that counselors 'usually line up with the administration' in case of any friction involving teachers or students" (Corwin and Clarke, 1969, p. 203).

This writer wishes he could end this section on a positive note that shows counselors are above all of this, but research shows just cause for teachers feeling that counselors "line up" on the

side of the administration. This writer has attempted to show that because of the administration of the schools, counselors were not fulfilling their obligation of spending the majority of their time "assisting" students in matters of a "personal" nature. While this generally is the case, it seems that many counselors indeed do line up with the administration because they themselves are looking for administrative jobs. "A sufficient number of counselors have been coopted by school administrators -- as a result of exchanging their loyalty to administrative objectives for administrative positions -- to have altered the professed goals of the movement" (Corwin and Clarke, 1969, p. 202). Finally, in a study by Ashcraft (1966), it was found that 20 per cent of the counselors surveyed viewed their counseling positions as stepping stones to administrative jobs. While this fact may be construed by some as an indictment of counselors, one can not make that generalization for the above represent only a fraction of the whole. It does however, as do the other factors mentioned here, give impetus to the idea of getting the counselor out of the bureaucratic setting of the schools and into a position where his only conceivable duty is to "assist the student" on a "personal" basis.

LITERATURE IN THE OUTWARD BOUND FIELD

History of Outward Bound

Although a relatively new program here in the United States, having been begun in 1962, Outward Bound has been organized for some time, having its beginnings in England in the 1930's. During the

past 40 years some of the reasons for the program have changed but many of the concepts involving individual growth and adjustment have remained the same.

In the 1930's Kurt Hahn, a teacher and German refugee, established the first program of this type at a prep school called Gordonstoun in Scotland. His goal was to establish enthusiasm in his students for things such as service and academic and manual training through physical hardships and strenuous training. He was somewhat disappointed though in the fact that only sons of the wealthy could partake of his program and thus through the 1930's pushed for government support so that sons of the poorer classes could receive a "scholarship" for a month of training. This practice of giving scholarships is still carried on and in the United States grants for the $450 tuition are available from Title I funds as well as from private industry.

Outward Bound became more significant during World War II when Dr. Hahn attracted the attention of Louis Holt, the owner of a line of British Merchant ships. Holt's ships were being torpedoed by German U-2 boats and Holt was concerned by the disproportionate loss of young sailors as compared to older men who logically should have had even less chance of survival. Holt found out though that it was not only a lack of physical stamina but also a lack of mental stamina that caused the younger men to simply lose the will to live as they sat for days in lifeboats on the open seas waiting to be rescued. Holt then commissioned Hahn to start a school in Aberdovy, Wales, to which the young apprentice seamen were sent. Here they

learned through controlled experiences that they could withstand "starvation, exposure, hours of swimming and rowing" (Grossman, 1967, p. 70) for long periods of time. It was not a survival school however. "Hahn was interested in building health and character -- survival will take care of itself" (Grossman, 1967, p. 70). Remarkably, a greater proportion of the seamen who took the course survived (Grossman, 1967, p. 70). It seems that the credo "To Strive, To Serve, and Not to Yield," which is the motto of Outward Bound, is not easily forgotten.

After the war Outward Bound received more support from various institutions in Great Britain. New schools were built, even one for girls, and educational institutions agreed to give academic credit for the program. Today there are a total of twenty-nine Outward Bound schools world wide, including schools in Africa, Australia, and Germany, as well as a number in Great Britain and eight in the United States.

Outward Bound -- The Organization

The organizational structure of Outward Bound in the United States is such that the eight Outward Bound schools are set in geographically distinct regions of the United States, and although each school adheres to the principles and objectives of the national Outward Bound program, each school has a slightly different setting in which to fulfill these principles and objectives. Since a wilderness setting that is unencumbered by modern day conveniences is essential to fulfilling the objective of placing small groups

of participants in situations of stress to heighten awareness of themselves, of others, and of the environment, the location is even more important. The Hurricane Island School, for example, is located in the wilderness area off the coast of Maine where the individual is challenged by such things as seamanship and navigation. Other schools such as Colorado (near Denver), North Carolina (in the Smokey Mountains), and the Northwest School (near Eugene, Oregon) primarily provide challenges in mountaineering techniques such as belaying and rappelling. A newly planned school in California is geared to provide somewhat different experiences, enabling participants to experience challenges in both mountainous and desert regions.

The desirability of the Outward Bound concept is attested to by the phenomenal growth of the program. 1962 was the first year for such a program in the United States, beginning with one school in Colorado. Today there are eight schools, the newest, in Texas, operating for the first time in 1971. The growth in number of participants has also been outstanding, the Colorado school having only 100 in 1962, while more than 3700 experienced Outward Bound in 1970. This is due to the meticulous planning on the part of the Outward Bound organization which strives to keep its schools operating year round. Thus schools such as Colorado, Dartmouth, and Northwest add the challenge of snow and cold to the Outward Bound experience.

Adaptive Programs

While these programs under the direct control of the national Outward Bound (located in Reston, Virginia) are indeed significant, an equal significance can be attributed to the over 200 adaptive programs which have begun in various areas of the United States, usually in conjunction with a local school system, juvenile correction agency, or business organization. The national staff, as seen in their Annual Report, 1969, feels this is one of the more important phases of their task, for "Outward Bound's salient goal is clear -- to deeply involve the Outward Bound concept within the educational and environmental systems of this country; to make some form of our program available to any who wish to participate" (Outward Bound, Inc., 1969, p. 1). To fulfill this goal, Outward Bound is readily available to help organizations in such areas as planning, staffing, logistics, etc., on a contract basis. They feel that this way they can bring more youth into the program than could be accomodated in the regular twenty-six day sessions at one of the national schools.

These adaptive programs are many and varied, but a sampling of them will provide a fairly good idea of the scope that is involved. One such program is named "Churchill Challenge." This program involved a special course conducted by members of the Northwest Outward Bound staff and planned specifically for a group of students from Churchill High School, Eugene, Oregon, in May of 1970. The program was subsidized by some $15,000 donated by businessmen in the area who felt committed to actually helping provide new educational experiences for local high school youth. The twenty-five

junior boys and twenty-five junior girls who participated in the three week session were chosen at random in a drawing held in the school auditorium. Through this random selection the hoped for cross section of the student population was achieved. Added to this group were six teachers who volunteered to attend. Thus a very integrated group was formed which had a series of experiences through which they were better able to look at themselves and others.

Needless to say the experience was not a happy one for all of the participants. Teachers had a difficult time allowing the communication barriers to be broken and were made quite uncomfortable by the situation. Students too had difficulty adjusting, especially to the idea of living with members of the opposite sex. These things however, according to Miles Becker, an instructor in the program, are really the most worthwhile aspects (Northwest Outward Bound School, 1970, p. 17). He feels that attitudes toward authority have to be discussed openly to see the expectations each group (teachers and students) have for each other. Further, he believes that questions of sex roles have to be considered. The girls, who at the beginning were dependent on the boys, found they had more capabilities than they gave themselves credit for, while the boys began wondering whether their conceptions of what constitutes masculinity really involves just having more physical strength than the girls.

While Churchill Challenge was a program geared toward a regular Outward Bound program, a program structured at East High School, Denver, Colorado, emphasized academics as well as the physical challenge. The program at East developed gradually over

a period of three years. It began with various faculty devoting their weekends to involvement in wilderness experiences with groups of students. From the success of these ventures the current program involving a whole semester was formulated.

Each semester 100 East High School seniors selected from a complicated racial and ethnic mix ("28 languages were spoken in the homes of East students" Austin, 1970, p. 1) take part in a semester long course that is geared to environmental education. Part of the course follows the familiar Outward Bound approach as found at Churchill High School. The remainder, however, is academically and service oriented and geared to both urban and rural situations.

The semester involved studies in eight modules which were centered around specific academic fields. These academic fields were taught by a teaching team that was with the group of students for the entire semester. The teaching team was composed of five contract teachers and four full-time student teachers who worked with the group through the whole semester. Supplementing the team was a VISTA volunteer and a staff of twelve college tutors. The modules listed below will give an idea of the type of program established (Austin, 1970, pp. 6-7).

1. Outward Bound: entailed all disciplines stressing group decisions and personal growth
2. Politics and Power: emphasized English and Social Studies disciplines; centered at state capital
3. Urban Arts: utilized Art and Science disciplines; emphasis on aesthetics such as fine arts and theater
4. Navajo Culture: included all disciplines; students lived in the homes of the poeple

5. Hispano Culture: utilized Social Studies and Art disciplines; included students living and working with migrants

6. Space Technology and Man: emphasis on English and Science disciplines; implications of space technology on man and the environment

7. Urban Design: included all disciplines; included physical and operational problems of the city

8. Green River: included all disciplines; consisted of a river-rafting expedition aligned with academic work

This successful program is of special significance to Outward Bound because it has shown that the goals of Outward Bound to provide experiential education for as many students as possible can definitely be done with academic emphasis.

A third adaptive program of Outward Bound is one found at the college level. Dartmouth College, New Hampshire, has instituted a program which covers a full term and for which full academic credit is given, the first such program accredited at any major institution (Graham, 1970, p. 2). Like the other two adaptive programs mentioned, the Dartmouth Outward Bound term begins with a three week wilderness encounter, either at the Dartmouth school or the Hurricane Island school. Prior to the start of the term, students involve themselves in readings pertinent to their experience. Then after the wilderness encounter, three more weeks are devoted to intensive study at the Outward Bound school. The next phase is particularly impressive because the Dartmouth students then spend three weeks as apprentice instructors for groups of high school students on another Outward Bound course. Schulze in a study of the Dartmouth program (1970) reports that this phase "proved to be an extremely valuable part of

the Outward Bound program for college students" (Schulze, 1970, pp. 6-7). "For many, the role of leader and the feelings of concern and responsibility which they felt, were the high points of their college career" (Schulze, 1970, p. 7). Indeed this is a tremendous stride in the area of understanding of self and others. After this phase students spend a week evaluating the total program and then are given an indefinite period of time to write a major paper on their experiences.

These are only three of the over 200 adaptive programs which have grown from the Outward Bound concept. The amazing thing about all of them though is that they have found innovative ways to present educational situations, not just in the traditional academic sense but in ways which allow students to discover themselves as far as capabilities and relationships to others are concerned.

The National Outward Bound Program

Although it seems to flow in a very easy and loose manner, an Outward Bound program run by each of the national schools consists of a very carefully planned series of activities designed to fully implement Outward Bound objectives. This series of activities can roughly be divided into: patrol formation, training, expedition, competition, and solo. Each of these activities is designed to foster awareness and concern toward self and others, a goal which very clearly falls in with the goals of counseling.

The Patrol: The patrol (or watch or brigade, depending on the school) is the unit to which eight to twelve participants are assigned, along with two instructors. This unit remains together as a unit for most of the twenty-six day program. These units are carefully planned so that they are a mix of various racial, ethnic, and socio-economic backgrounds, as well as varying physical and intellectual capacities. Thus each participant becomes more fully aware of others unlike himself. Each participant too learns that he has a responsibility toward the success or failure of the group, and each has to contribute his own talents and experiences. By the end of the course the instructor has placed full responsibility into the hands of the group which, through its learned group process techniques, makes its own decisions. Assistance in understanding this decision making process is one contribution a counselor could make.

Training: The concept of group interaction carries over to the training phase of the program. The entire group is carefully but quickly instructed in each skill required in the course. This training includes such skills as drownproofing, rappelling, navigation, and many more, and emphasizes " . . . development of individual and team initiative and concern for the group . . ." (Pickard, 1968, p. 22). It is within this phase that problem solving and decision making achieve importance. "The individuals have to learn to work together to succeed, learning to draw on the varying skills and strengths of each member as they apply, and to support the weaknesses of each member as they surface" (Graham,

1970, p. 3). As an example, the group may be trained to rescue a companion who has capsized his kayak. Only through the efforts of the entire team can the kayak be turned over and the now swimming occupant returned to it. After the first rescue, the instructor promptly backs off and tells the group to do it again, only this time without his help and without verbal communication of any kind. Of this kind of training, one writer has observed "These activities put a man in a stress situation in which he must act . . . He must take full responsibility for everything that takes place" ("Pitting Managers Against Nature," 1968, p. 106).

Expedition: All of the training is preparation for the expeditions which take the participants out of the now familiar base camp and into the more ominous wilderness. Here each individual becomes even more dependent on his group and some amazing things begin to happen, such as this example from Peter O. Willhauer, director of the Hurricane Island school

> You get a boy from an Ivy League college crawling down the side of an eighty-five foot cliff. His life may depend upon the Puerto Rican kid from the slums of New York who is holding the safety rope at the top. The Ivy Leaguer doesn't ask if the Puerto Rican is in the Social Registry -- his only concern is that the boy at the top has ability and willpower to hold only the safety rope if it is needed (Pickard, 1968, p. 22).

Thus group interaction in stress situations can break down a number of psychological barriers and cause individuals to look at each other as individuals rather than labels. In addition, "The purpose of this ordeal (expedition) is to help each boy discover the limits of his endurance and to become impressed with the fact that individual success becomes secondary to the group" (Ferguson, 1967,

p. 33). While these attitudes do develop simply because of the need of the moment, this writer somehow feels that if they are not considered in light of the why and how and the implications they have for life in the larger world, the experience may not be productive. A counselor could definitely help focus on these considerations.

Competition: In addition to the training and expedition, competition is an integral part of the program. Unlike other types of competition, however, the emphasis is not just on beating someone else. Group competition, for example, puts patrol against patrol in marathon events that use many of the skills learned in the course. Each member of the group, however, has to contribute to the success of the group, and the mark of achievement is to get each member through the marathon no matter what his physical or mental prowess may be. "The idea is not to win, but to finish" ("Outward Bound," Outward Bound, Inc., p. 7).

Competition can also be carried over to the individual, though not between individuals. Rather the individual is urged to compete with himself and find the extent of his true range of abilities. This is inherent in the Outward Bound philosophy. "Briefly the philosophy is that each individual has within himself abilities of which he is not fully aware. A unique experience can serve to bring out these abilities: some sort of test or task which at first seems insurmountable: we may think we have gone to the limits of our endurance, but we can go farther" (Pell, 1964, p. 8470). Again, while these may have occurred, reinforcement and

discussions of the implications these have for life in the larger sense may be appropriate tasks for the counselor.

Solo: The culmination of all these activities is the solo. In this phase, each participant is alone in a remote area for three days. He has only the barest necessities (water, knife, matches, the clothes he is wearing, but no food) and is expected to survive by himself. Placed toward the end of the program, it is a time for introspection and reflection on what has occurred to date. "But they (the boys) get apprehensive as the time for solo approaches. They are uncertain as to how they will react to hunger, boredom, the dark, being alone. From the faculty's point of view this is good, for it sets the boys up for what solo is meant and hoped to be: a time for reflection, for discovery of 'inner resources' (or lack of them), in an utterly quite place. . . " (Grossman, 1967, p. 79). Even though some hate it, while others love it, the experience is one that is never forgotten and many "consider for the first time in their lives why they are and what they want to make of life" (Pickard, 1968, p. 22). What better place for a counselor than to be alone with a student immediately after this experience and discuss with him the thoughts and concerns which have developed over this three day period when he has not been able to share them with anyone.

Chapter III

THE SURVEY

As stated in the introduction, this survey is geared to comparing the attitudes toward self and others which are held by two groups of students: a group whose members participated in one of the many national Outward Bound programs within the past year, and a group whose members have never participated in an Outward Bound program. While the hypothesis is stated in the null form, the results will be tabulated in percentages rather than statistically.

Hypothesis

There will be no difference in self reports on a sentence completion questionnaire concerning understanding of self and others between students who have participated in Outward Bound and a matched group of students who have not participated.

Of the questionnaires distributed, twenty-eight (71 per cent) were returned by the Outward Bound group and twenty-one (53 per cent) were returned by the control group. It should be noted that because of the nature of the questionnaire many of those who participated in Outward Bound referred directly to their Outward Bound experiences.

This section will review the tabular results of the study, giving examples of some of the responses to clarify the method of categorization of the responses.

The first question views the respondent's understanding of himself. Statements were classified as either: expressing confident feelings toward self; expressing mixed feelings toward self, but hopeful; expressing ideas that do not relate to self; expressing ambivalent feelings, but more negative toward self than positive; expressing very negative, confused, or lost feelings in relation to self; and expressing a response which is not classifiable in one of the stated categories. The results from this question as presented in Table I are:

TABLE I

RESPONSES TO THE QUESTION
"AS FAR AS UNDERSTANDING MYSELF IS CONCERNED, I _____"

Response	Percentage O.B. Group*	Percentage Control Group
Expresses confident feeling	53.5	33.3
Expresses mixed feeling, but hopeful	28.5	19.1
Expresses doesn't relate to self	10.7	0
Expresses ambivalent feeling, but more negative than positive	0	19.1
Expresses negative, confused, "lost" feeling	7.1	28.5
Expresses unclassifiable response	0	0

* O.B. used hereafter as abbreviation of Outward Bound

An example of a confident response would be "feel I understand myself better than most people understand themselves" where the individual has confidence in himself as an individual. This shows more confidence than the mixed feeling, but hopeful responses such as "think I do -- most of the time." An example of an

expression that doesn't relate to self would be one such as "Thought the whole trip was a new experience" where the individual refers to the Outward Bound experience but does not reveal how he views himself. One may consider the fact that the respondent is using this response as a "facade response" to cover for the fact that he really doesn't understand himself, but there is not enough information to reach a definite conclusion. An example of a response that is mixed but rather negative and showing that the person is rather unsure of himself would be one such as "feel, at times, very confused and uncertain, but most of the time I am fully aware of my faculties." Finally, an example of a confused or lost response would be "try not to think about it," or "don't -- I do things and then wonder why I did it."

It can be noted that the responses showing some confidence to total confidence total 82 per cent in the Outward Bound group as compared to 52.4 per cent in the control group. It can be further noted that 48.6 per cent of the control group expressed negative and confused feelings, while 7.1 per cent of the Outward Bound group expressed these same negative and confused feelings.

The second question is similar to the first where the individual is asked to express how he views himself, the responses ranging expressions of confidence to those of confusion. The results from question two as seen in Table II are:

TABLE II

RESPONSES TO THE QUESTION
"I FEEL THAT AS A PERSON I _____"

Response	Percentage O.B. Group	Percentage Control Group
Expresses confident feeling	50.0	47.6
Expresses mixed feeling, but hopeful	39.2	28.4
Expression doesn't relate to self	0	0
Expresses ambivalent feeling, but more negative than positive	7.1	4.7
Expresses negative, confused, "lost" feeling	3.5	19.0
Expresses unclassifiable response	0	0

A confident view of self is simply one expressed as "am succeeding in my goals and in life itself," whereas a response expressing mixed but hopeful feelings about the self is one such as "tend to be too easily satisfied with my accomplishments." This statement was chosen because it shows the individual feels he is not completely confident in his ability and yet is hopeful as he feels he has achieved some accomplishments. Finally, an example of a confused and negative feeling toward the self would be one such as "don't live up to my abilities, and often when I have a chance to, I don't."

It is noted from the above table that 89 per cent of the Outward Bound group expressed confident and somewhat confident feelings in this response, while 76 per cent of the control group expressed these feelings. Further 10.6 per cent of the Outward Bound group felt rather negative or confused as compared to 23.7

per cent of the control group.

The third question draws on the individual's perception of his relationships between himself and others within a group: he feels confident of his relationships between himself and the group; he has somewhat mixed feelings toward relationships between himself and others in the group but is hopeful; his expression doesn't relate to self and others; he expresses somewhat mixed feelings but is more negative in his feelings toward his relationships between himself and others; and finally he expresses confusion or lack of confidence in relationships between himself and others in a group situation. The results of question three as stated in Table III are:

TABLE III

RESPONSES TO THE QUESTION
"TOWARD OTHER PEOPLE I _____"

Response	Percentage O.B. Group	Percentage Control Group
Expresses confident feeling	35.7	38.0
Expresses mixed feeling, but hopeful	42.8	23.8
Expression doesn't relate to self	0	0
Expresses ambivalent feeling, but more negative than positive	14.2	38.0
Expresses negative, confused, "lost" feeling	7.1	0
Expresses unclassifiable response	0	0

The confidence category, for example, expresses feelings such as "am friendly regardless of color, religion, and their likes and dislikes," or "look at people with my mind and not my eyes." An expression of a mixed but generally hopeful feeling would be one

such as "am friendly towards them as a person and try to understand them," for this shows that although he does not always understand them, he tries. An example of a feeling that is mixed but mostly negative is one such as "act friendly or not so friendly right away," indicating that there is a lack of confidence in his personal relationship with groups. Finally, expressions of pure unacceptance of relationships between self and others are those such as "thought I was right and them wrong," or "feel a touch of superiority because I did it and I did it alone."

It can be noted from this table that 78.5 per cent of the Outward Bound group expressed feelings ranging from somewhat confident to very confident, while 61.8 per cent of the control group expressed these feelings. It can be further noted that 38 per cent of the control group's feelings were more negative than positive as compared to 21.3 per cent of the Outward Bound group's.

The fourth question seeks expressions of perceptions of self, ranging from confident self perceptions to those showing lack of confidence. The results of this question as seen in Table IV are:

TABLE IV

RESPONSES TO THE QUESTION
"I KIND OF FEEL THAT I AM BASICALLY _____"

Response	Percentage O.B. Group	Percentage Control Group
Expresses confident feeling	57.1	33.3
Expresses mixed feeling, but hopeful	25.0	28.5
Expression doesn't relate to self	0	0
Expresses ambivalent feeling, but more negative than positive	7.1	9.5
Expresses negative, confused, "lost" feeling	7.1	14.2
Expresses unclassifiable response	3.5	14.2

A confident or positive self perception would be one such as "a good, conscientious person," while a response showing some confidence with hope of improved confidence is one such as "a person who tries to do the right things." These responses are contrasted to those showing negative, confused, or lost feelings such as "in need of deep friendship and understanding, lacking at home," "dumb," or "not ready for this kind of atmosphere of life." Finally, a number of responses fall into the unclassifiable category. This pertains to responses like "a quiet person," or "a serious person" which are too ambiguous to classify.

In this fourth table it can be noted that 82.1 per cent of the Outward Bound group registered some positive feelings of confidence toward self, while 61.8 per cent of the control group did. Further, 14.2 per cent of the Outward Bound group expressed negative perceptions of themselves as compared to 23.7 per cent of the control group.

The fifth question pertains to the individual's perception of self in relation to decision making. The classifications of confidence through lack of confidence are again used. The results of this question as seen in Table V are:

TABLE V

RESPONSES TO THE QUESTION
"WHEN THE TIME COMES TO MAKE A DECISION ABOUT SOMETHING, I _____"

Response	Percentage O.B. Group	Percentage Control Group
Expresses confident feeling	39.2	9.5
Expresses mixed feeling, but hopeful	35.7	42.8
Expression doesn't relate to self	0	0
Expresses ambivalent feeling, but more negative than positive	17.8	23.8
Expresses negative, confused, "lost" feeling	7.1	23.8
Expresses unclassifiable response	0	0

Cautious but hopeful responses were identified as those such as "usually think about it first and then make a final decision," as opposed to a positive and confident response such as "usually make one quickly and with no indecision." An uncertain response such as "try to look at both sides -- I often make a split-second decision that I regret later" shows quite a bit of doubt in the respondent's perceptions of his abilities, while a completely uncertain and lost respondent would reply "put it off till later," or "always pick the wrong one."

It can be noted in this table that 74.9 per cent of the Outward Bound group expressed levels of confidence as compared to 52.3 per cent of the control group. It can be further noted that 47.6 per cent of the control group expressed negative and confused feelings toward self, as compared to 24.9 per cent of the Outward Bound group.

The next question delves into perceptions of self in relation to others, ranging from expressing confidence in relationships between self and others to expressing confused and unconfident perceptions of relationships between the self and others. The results of this question as seen in Table VI are:

TABLE VI

RESPONSES TO THE QUESTION
"MY ABILITY TO LIVE AND WORK WITH OTHERS IS _____"

Response	Percentage O.B. Group	Percentage Control Group
Expresses confident feeling	28.5	42.8
Expresses mixed feeling, but hopeful	46.4	28.5
Expression doesn't relate to self	3.5	0
Expresses ambivalent feeling, but more negative than positive	7.1	19.0
Expresses negative, confused, "lost" feeling	7.1	9.5
Expresses unclassifiable response	7.1	0

Expressions showing confidence in the relationship are those such as "very good, of which I am proud" and "above average and easy for me," while those showing feelings that are mixed but hopeful of improvement are those such as "not as good as I thought,

but I found out how." This example from the Outward Bound group is an indicative response from that group which found out from its experiences that there is more to living and working with others than they thought. Responses such as "simply a fact of life" are classified as not relating to self or others as it does not express how the respondent feels. Finally, expressions such as "somewhat slackened for I have grown pacient" simply were not classifiable at all.

It can be noted in this table that responses showing positive levels of confidence from both the Outward Bound group and the control group are quite similar in number, while negative and confused responses accounted for 28.5 per cent of the control group as compared to 14.2 per cent of the Outward Bound group.

The next question explores self perceptions of abilities to solve problems, with responses again ranging from confidence to lack of confidence. The results of this question as seen in Table VII are:

TABLE VII

RESPONSES TO THE QUESTION
"WHEN A PARTICULAR PROBLEM OR OBSTACLE IS PLACED IN MY PATH, I ____"

Response	Percentage O.B. Group	Percentage Control Group
Expresses confident feeling	32.1	19.0
Expresses mixed feeling, but hopeful	42.8	33.3
Expression doesn't relate to self	0	0
Expresses ambivalent feeling, but more negative than positive	25.0	33.3
Expresses negative, confused "lost" feeling	0	14.2
Expresses unclassifiable response	0	0

Confidence in this case is expressed such as "understand and feel I will accomplish the task if I try with a little determination." A hopeful response would be one such as "study it, figure out a way to overcome it, and give it a go. If I fail I'll try 'till I succeed. 'To strive, to serve, and not to yield.'" Here the respondent is hopeful that he will succeed and if he fails the first time he will try again. A response showing very little confidence in self abilities would be one such as "try to solve it by talking about it to others." Finally, a response of complete confusion would be one such as "would probably worry myself sick about it."

It can be noted that this table shows 74.9 per cent of the Outward Bound group expressed confident and somewhat confident feelings toward themselves as compared to 52.3 per cent. It can further be noted that negative and confused expressions were found in 47.5 per cent of the control group responses, compared to 25 per cent in the Outward Bound group.

The next question refers to the perceptions one has of his relationships between himself and others. The results of this question as seen in Table VIII are:

TABLE VIII

RESPONSES TO THE QUESTION
"SHARING THINGS WITH OTHERS IS _____"

Response	Percentage O.B. Group	Percentage Control Group
Expresses confident feeling	25.0	57.1
Expresses mixed feeling, but hopeful	17.8	4.7
Expression doesn't relate to self	39.2	14.2
Expresses ambivalent feeling, but more negative than positive	17.8	23.8
Expresses negative, confused "lost" feeling	0	0
Expresses unclassifiable response	0	0

It may be noticed that there is a large percentage of "expression doesn't relate to self" items. Responses placed in this category are those such as "a very good character trait," "a thing everyone should learn to do," and "very necessary and very common." These responses do not really indicate how the individual perceives himself. Responses considered to show confidence are those such as "one of my better points--what I have I like to give," while more negative than positive statements are those such as "not one of my finer virtues--I am quite leary who I share with."

It can be noted in this table that 61.8 per cent of the responses of the control group showed feelings of confidence in this question as compared to 42.8 per cent of the Outward Bound group. It should also be noted however, that 39.2 per cent of the Outward Bound group responded with expressions that could not be considered to relate to the self.

The next question seeks to find out if the respondent is confident of himself and his abilities or is rather lost and uncertain. This is done by looking at his perceptions of goals. The results of this question as seen in Table IX are:

TABLE IX

RESPONSES TO THE QUESTION
"GOALS FOR THE FUTURE ARE _____"

Response	Percentage O.B. Group	Percentage Control Group
Expresses confident feeling	35.7	52.3
Expresses mixed feeling, but hopeful	35.7	23.8
Expression doesn't relate to self	3.5	0
Expresses ambivalent feeling, but more negative than positive	14.2	14.2
Expresses negative, confused "lost" feeling	7.1	9.5
Expresses unclassifiable response	3.5	0

Examples of confident expressions are ones such as "to be on top" or "set high for myself," which gives the idea the respondent feels he will make it. Those which express mixed but hopeful feelings are similar to "to further my education" where the individual has a vague goal and is hopeful of achieving it but isn't too sure how to set it so it will fit in with his abilities. A response which does not relate to self would be one such as "the propelling force in peoples' lives" where the respondent does not put his own feelings into the response. A negative or somewhat confused response is one such as "not really decided on yet but I have a few ideas," while a

completely negative response is one such as "null" or "something I think little of."

It can be noted from the above table that each group responded to the question in such a manner that the percentage of respondents in both the positive and negative categories are about the same.

The final question refers to the respondent's participation in a group and his attitude toward it, ranging from confidence in his relationships between himself and others to confusion in these relationships. The results of this question as seen in Table X are:

TABLE X

RESPONSES TO THE QUESTION
"WHEN I'M IN A GROUP, I _____"

Response	Percentage O.B. Group	Percentage Control Group
Expresses confident feeling	50.0	28.5
Expresses mixed feeling, but hopeful	28.5	28.5
Expression doesn't relate to self	0	0
Expresses ambivalent feeling, but more negative than positive	10.7	19.0
Expresses negative, confused "lost" feeling	10.7	23.8
Expresses unclassifiable response	0	0

An example of a confident, positive response is one such as "feel I am part of the group. In turn the group is part of me. And that I should do my best to better the group functioning and whatever the group tries to stress." A response which does not show as much

confidence is one such as "try to fit in, because there is something for almost everyone in every group." A somewhat negative feeling is one like "stick to my own opinions and beliefs and don't necessarily go along with the group unless I agree with them." This is not quite as confused or negative as "stand back and let them decide and keep my decisions to myself," or "get confused, not knowing who to listen or talk to."

It can be noted that 78.5 per cent of the Outward Bound group responded with expressions showing confidence as compared to 57 per cent of the control group. It can be further noted that 42.8 per cent of the control group responded with expressions showing negative and confused feelings as compared to 21.4 per cent of the Outward Bound group.

Thus, in this survey I have attempted to compare the attitudes toward self and others held by a group of high school juniors and seniors that have participated in Outward Bound to those attitudes toward self and others held by a group of high school juniors and seniors that have not participated. As has been noted, the results were tabulated in percentage form from the questionnaires returned, 71 per cent having been returned by the Outward Bound group and 53 per cent having been returned by the control group. These two groups were compared on the basis of their responses to a sentence completion questionnaire in which respondents expressed feelings ranging from confidence to lack of confidence.

Chapter IV

SUMMARY

Through the survey of the literature in both the counseling and Outward Bound fields and through the survey of students who have and who have not taken part in Outward Bound programs, I have attempted to give evidence of why counselors can find in an Outward Bound setting the type of situation necessary for the best fulfillment of their counseling goals and objectives.

As outlined in Chapter I, there is a significant relationship between the objectives of a guidance program and the objectives of an Outward Bound program. For example, guidance counseling seeks to develop problem solving and decision making competencies, while, similarly, Outward Bound has a belief that "much can be learned when problems are presented rather than answers given" ("Outward Bound in the Schools," Outward Bound, Inc., p. 2). In addition, guidance counseling seeks to enable the student to accept and understand himself, similar to Outward Bound's emphasis on building personal confidence through the various experiences which the participant has. Finally, guidance counseling seeks to foster relationships between people through group interaction, much like Outward Bound which fosters human interaction through group responsibility and group accomplishment.

The accomplishment of these basic counseling goals by guidance counselors, however, is hindered by a number of factors

which are not found in the Outward Bound program. As seen in Chapter II, the literature in the counseling field points out examples of these hindrances. In the school setting administrators often assign duties to counselors that are beneficial to the administrator but detrimental to the counselor's fulfilling of his role as a counselor. The counselor is often assigned administrative or quasi-administrative duties such as attendance, discipline, and scheduling, as well as clerical duties such as record keeping, both of which are advised against by the American School Counselor Association. Basic reasons for these tasks being undesirable lie in the fact that students, parents, and even teachers see the counselor as an agent of the institution who helps only the institution, rather than as a person whose main concern is the well-being of the individuals with whom he has a counselor-client relationship.

Literature in the Outward Bound field, on the other hand, gives indication of a setting conducive to the optimal fulfillment of a counselor's proper role. This setting, as seen in the literature, is not necessarily found only in the national Outward Bound program but also in the many adaptive programs in which a local high school counselor could quite conceivably become involved. Each of the various phases of the Outward Bound program provide excellent guidance opportunities. The patrol, for example, consists of a socio-economic mix of participants who live and work together during the entire program. In addition to learning group process techniques and his responsibility in the success or failure of the group, the participant also comes to an understanding of himself through

his contributions to the group. The training phase continues the growth of group interaction by providing problem-solving and decision-making opportunities for the group. The individual's understanding of self is increased for he again comes to feel that the success or failure of the group is dependent upon the contribution he makes. The expedition and competition phases of the program further develop many of these same concepts through varying experiences. The solo, on the other hand, is geared primarily to the individual and his perceptions of self. After weeks of involvement in group situations, the individual is placed alone for three days to reflect on his experiences and come to a better understanding of himself.

It is the contention of this writer, however, that while all of these phases provide experiences in problem-solving and decision-making that lead toward the counseling goals of growth in understanding of self and others, the implications of these experiences for both the immediate situation and the larger world may be over looked; that is, even while partaking of these experiences the participants may not be fully aware of what is taking place. By placing a counselor in the setting to share these experiences with the participants, though, there would be provided for the counselor an excellent opportunity, certainly unencumbered by an organizational structure, to capitalize on the experiences the participants have had and attempt to increase their awareness and understanding of these experiences. Thus two things would be accomplished: the counselor would fulfill a need that the participant has to more fully understand the implications of his experiences,

and the counselor would be able to fulfill his most urgent counseling role rather than a quasi-administrative one.

The impact of an Outward Bound program can be seen in Chapter III. The survey in this chapter has attempted to take the concepts of the major counseling objectives of positive awareness of self, ability to make decisions and solve problems, and ability to get along with others through positive human relations, and show that these counseling goals are achieved to a greater extent in students who participate in Outward Bound than in students who do not participate, even though both groups have access to counseling in the school setting. The results of the survey I feel are somewhat indicative of this, thus suggesting that the null hypothesis that there would no differences in self reports between the two groups would probably be rejected were a more sophisticated statistical design employed. The direction of differences clearly favors the Outward Bound student.

Conclusions

As a result then of surveying the literature in the counseling and Outward Bound fields and surveying the two groups of students, this writer feels that some conclusions can be drawn:

---- objectives of guidance counseling and Outward Bound are quite similar

---- counselors have a great deal of difficulty in fulfilling their role objectives in the school setting

---- the Outward Bound program is structured in such a way that it fosters the fulfillment of counseling objectives

---- students who have participated in Outward Bound seem to be more positively aware of self, more confident in decision making, and more confident in interactions with others than those who have not participated in Outward Bound

---- students working with guidance counselors in a program based on Outward Bound concepts would seem to be more likely to become fully aware of self and others than are those who participate in a similarly structured program without the presence of guidance counselors

---- guidance counselors working in a program that promotes the concepts of Outward Bound are more likely to fulfill their true counseling roles and are more likely to foster within students the concepts which guidance counselors desire to promote than they would working in the traditional school setting.

Discussion

This study hopefully opens the door to further investigative work in exploring the relationships between counseling and Outward Bound, for there seem to be many questions left unanswered. For example, although it seems to be a logical conclusion, there has been no investigative research done to show whether or not counselors can more adequately fulfill their counseling roles in an Outward Bound setting than they can in the traditional school setting. In addition, the question of whether students in an Outward Bound setting would become more aware of self and others with a counselor present is also unanswered for while it seems to be a logical conclusion, there has been no scholarly comparison made between groups who have had the benefit of a counselor and groups who have not.

In order to come to some conclusions about these questions as well as to be able to compare student self-reports of attitudes toward self and others from a much larger sample than was available to this investigator, it is recommended that a pilot project

be undertaken in the Toledo area that is based upon the concepts inherent in the Outward Bound philosophy. While the main concern of this writer would be the relationships between counseling concepts and the Outward Bound concepts, the potential also exists for those who have expertise in the areas of curriculum and the academic disciplines to study the implications for their programs as well, and as a result evolve from this pilot study a complete educational program.

APPENDIX A

SAMPLE OF THE QUESTIONNAIRE GIVEN TO OUTWARD BOUND GROUP

It has been some time since you have returned from your OUTWARD BOUND adventure, and hopefully you have thought a lot about your experience, perhaps even communicating your thoughts to your instructor via letters, etc.

I am in the process of preparing a study of OUTWARD BOUND for a course I am taking at The University of Toledo and would like to ask that you share some of your feelings and attitudes with me by answering the following questions as completely and as honestly as you can. Use the reverse side of the questionnaire if necessary.

Thank you

Mr. Lovett

1. As far as understanding myself is concerned, I _____

_____

2. I feel that as a person I _____

_____

3. Toward other people I _____

_____

4. I kind of feel that I am basically _____

_____

5. When the time comes to make a decision about something, I ____

_____

6. My ability to live and work with others is _____

_____

7. When a particular problem or obstacle is placed in my path, I

_____

8. Sharing things with others is _____

_____

9. Goals for the future are _____

_____

10. When I'm in a group, I _____

_____

APPENDIX B

SAMPLE OF THE QUESTIONNAIRE GIVEN TO CONTROL GROUP

I am in the process of studying student attitudes for a course I am taking at the University of Toledo, and for this study to be of value I need some responses from you. Although I realize that you are probably quite busy right now and have many other things to occupy your time, I would appreciate your cooperation. Please respond to the statements on the next page as completely and as honestly as you can. Use the reverse side of the questionnaire if necessary.

Thank you,

Mr. Lovett

1. As far as understanding myself is concerned, I _____

_____

2. I feel that as a person I _____

_____

3. Toward other people I _____

_____

4. I kind of feel that I am basically _____

_____

5. When the time comes to make a decision about something, I ____

_____

6. My ability to live and work with others is _____

_____

7. When a particular problem or obstacle is placed in my path, I

_____

8. Sharing things with others is _____

_____

9. Goals for the future are _____

_____

10. When I'm in a group, I _____

_____

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